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ABSTRACT

"Ceylon Education Abstracts" attempts a coverage of the more significant materials published in Ceylon on various aspects of education. This is the fourth and concluding part of Volume 1. The four parts of Volume 1 have dealt with the materials published during the period January 1, 1957 to December 31, 1967. Where the title of an entry is not in English, it is in Sinahalese with an English translation. A few titles are in Tamil, and in such cases the words "in Tamil" appear at the end of the abstract. A list of the newspapers and the periodicals from which material has been selected, and an author index are given at the end. [Not available in hardcopy due to marginal legibility of original document.] (Author/AMM)

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CEYLON EDUCATION ABSTRACTS

PERIOD COVERED
JANUARY 1, 1966 — DECEMBER 31, 1967

Vol. 1, No. 4 — 1970

AL 002 532

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EXPLANATORY NOTE

Ceylon Education Abstracts attempts a coverage of the more significant materials published in Ceylon on various aspects of education. This is the fourth and concluding part of Volume 1. The four parts of Volume 1 have dealt with the materials published during the period January 1, 1957 to December 31, 1967.

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HISTORY OF EDUCATION

361. IBRALEBBE, D. "Sithi Levvai avarkalin kalvi patriya karuththukkal." (Educational concepts of Sithi Lebbe.) --- Kalvi, 1967. pp.56-68.

Sithi Lebbe was deeply concerned about the lack of interest shown in education by the Muslims of his day. He emphasised the need for and the importance of education. He tried to convince the Muslim people that the study of English would not necessarily mean conversion to Christianity, and he pleaded with them to study the English language. The establishment of Zahira College is owed to his efforts. In order to make the Muslims multilingual, four languages, namely English, Tamil, Arabic and Sinhalese were taught in the school. He also gave an important place in the school to the traditional Islamic basis of education and emphasised Islamic culture. His educational principles were chiefly derived from the Koran. He did not consider education to be limited to mere book learning, but regarded it as instrumental in leading towards clarity of vision and broad mindedness. What was taught had to be understood and put into practical use in one's life. Education that could not be put into practical use in every day life was considered to be of little value. His educational efforts were opposed by many but he forged ahead with them. He can be regarded as one of the pioneers of Muslim education in Ceylon.

(in Tamil)

362. JAYASEKERA, U.D. "Lakdiva pärani adhyāpana āyatana." (Ancient educational institutions in Ceylon.) --- Adhyāpanaya, No.5, 1967. pp.53-63.

The most famous educational institution of ancient Ceylon was the Mahavihara, which sprang up in the land and buildings set apart for Buddhist monks by King Devanampiyatissa, who became the country's first convert to Buddhism, having learned the doctrine from Emperor Asoka's son, the first Buddhist Missionary to arrive in Ceylon. In the Mahavihara, Ceylonese monks first learned their Buddhism, and thereafter taught it to succeeding generations of monks and laymen. The Mahavihara acquired an international reputation as a centre for scholar-

ship in Theravada Buddhism, and attracted scholars from India and China. The great historical chronicles of Ceylon, such as the Mahavamsa, were also compiled by the monks from the Mahavihara. Another great educational institution that came up in the same city was the Abhayagiriya. In some respects, it rivalled the Mahavihara. Its monks are said to have been receptive to traditions other than the Theravada tradition of Buddhism, and often there was controversy between the monks belonging to the two institutions. While these two institutions were the most prominent centres of learning in ancient Ceylon, the chronicles, the writings of foreign visitors, and inscriptions mention the names of about half a dozen centres in other parts of Ceylon as occupying a place of importance in Buddhist scholarship. Apart from them, several hundred smaller institutions are also mentioned by name.

365. JAYASEKERA, U.D. "Educational background of early Ceylon." Journal of the National Education Society of Ceylon. Vols. 15 & 16, 1967. pp.9-21.

With the colonisation of Ceylon by Vijaya and his followers who came from India, it is reasonable to conclude that they brought with them the system of education that was prevalent in India at the time. It was a Brahmanic system of education based on the vedas and the sutras, and its characteristics are described by the writer. Buddhist missionaries from India arrived in Ceylon about five hundred years after Vijaya. With conversion of the king and the people of Ceylon to Buddhism and their whole hearted acceptance of the religion, the Buddhist system of education took root and became the predominant pattern. An important change that took place was that the caste basis of education was removed. Entry into the Buddhist order of monks was open to every one irrespective of caste, and naturally the temple as a place of learning was available to all caste groups. Other features of the Buddhist system of education are also described by the writer. Apart from the prevalence of religious and literary studies, there was a well established system of apprenticeship training in order to produce the builders and craftsmen needed for putting up the religious and secular buildings that began to come up in large numbers. Characteristic features of the system of apprenticeship training are described by the writer.

364. JAYAWEERA, SWARNA. "Local government institutions and education in Ceylon 1870-1930." University of Ceylon Review. Vol.24, 1966. pp.29-60.

British colonial administrators generally imposed on colonial territories the practices of the metropolitan country, but the sphere of educational administration is one of the few areas in which the practice in Ceylon bore no resemblance to the practice in England. In England, as from 1882, local bodies were responsible for the provision and management of education under the supervision of the central government. Efforts at securing such participation on a limited scale were made from time to time in Ceylon, but they were unsuccessful. The writer gives an account of the attempts made by the British government in Ceylon during the period 1870-1930 to secure the participation of local bodies in educational activities, and discusses the reasons for the failure.

365. JEYASINGHAM, W.L. "Educational work in Ceylon." --- Ceylon Daily News. September 9, 1966. 800 words.

In recent times, the work of the American missionaries in Ceylon in the nineteenth century has been subjected to criticism. But as far as they were concerned, education was an objective very dear to their hearts, and they not only spent their money but also gave generously of their time and attention to plan education. In setting about their work, the missionaries had to cope with indifference, suspicion and hostility. The experiences the people had had with the Portuguese and the Dutch were not favourable, and the American missionaries were at first regarded in the same light. With small beginnings, the missionaries made good progress. Apart from day schools, boarding schools were started for girls. A seminary to provide higher education was also started. All these institutions had their ups and downs, and sometimes they were closed for periods of time on account of the shortage of finances. On the whole, however, progress was maintained and the American missionaries have over the years contributed a great deal to the education of the people.

366. RUBERU, RANJIT. "Lankāvē pävati Landēsi adhyāpana kramaya." (The educational system that existed under the Dutch in Ceylon.) --- Adhyāpanaya. No.5, 1967. pp.21-34.

The Dutch occupation of the coastal belt of Ceylon lasted from 1658 until 1796. The promotion of the Dutch Reformed religion was one of the functions of the Dutch government, and the Religious Establishment was set up for this purpose. Responsibility for education was entrusted to the Religious Establishment. In this way, both conversion to Protestant Christianity and the provision of a Christian education became state responsibilities. A Scholarchical Commission, headed by the officer second in importance in the Dutch official hierarchy in Ceylon, was set up to provide and control education. Among its functions were the setting up of schools, the appointment of school teachers, and the conversion of the local residents into Christianity and their baptism. A law was promulgated to enforce compulsory attendance at school. A system of Parish schools was set up, and elaborate arrangements were made to inspect their work. The national languages, Sinhalese and Tamil, were used as the media of instruction as the Dutch believed that conversion to Christianity could be most speedily achieved if the languages of the people were used for instructional purposes. Seminaries were established for giving instruction beyond the elementary level. Facilities were also provided for training teachers. The first printing press to be set up in Ceylon was the one set up by the Dutch to produce books and religious literature in the local languages.

367. WEERASINGHE, G.D. "Olcott's services to Buddhist education remembered." --- Sun. January 17, 1967. 1368 words.

Colonel Olcott, a representative of the Theosophical Society of New York, arrived in Ceylon in 1880. He realised that the people of Ceylon had become denationalised as the result of foreign rule. The language, religion and customs of the British rulers had taken firm root in the land. Education was geared to produce clerical hands to carry on the work of the British ruling interests and mercantile firms. Olcott was convinced that the greatest need of the time was to start schools in which love for the country, the Buddhist religion, and the national languages could be fostered. With

a view to organising the people to achieve these objectives, he started the Buddhist Theosophical Society. In ten years the Buddhist Theosophical Society established 140 schools. The products of the schools were imbued with the spirit of nationalism and led the movements to revive national culture and gain freedom from foreign rule. Olcott's services to education and culture are remembered with gratitude by the people, and a statue in his memory is to be erected in the premises of the chief railway station in Colombo.

368. COMMISSION OF INQUIRY ON PERADENIYA UNIVERSITY STUDENTS' STRIKE. Report of the Commission of Inquiry on Peradeniya Students' Strike. Colombo, Government Press. Sessional Paper III of 1966. 36p.

Mr. N.A.de S.Wijesekera was appointed Commissioner in January 1966 for the purpose of inquiring into and reporting on the following matters: (i) the causes that led to the strike by a section of the student body of the University of Ceylon, Peradeniya, on or about the seventh of December, 1965; (ii) the events and incidents that led to the summoning of Police assistance by the University authorities on 11th December 1965; (iii) whether the strike was motivated, instigated or encouraged by any persons, group of persons or any organisation outside the student body of the University of Ceylon, Peradeniya; and if so who were so responsible and for what purpose this was done; (iv) whether there was any maladministration or neglect of duty on the part of the authorities responsible for the administration of the University of Ceylon, Peradeniya, that was partly or wholly responsible for the strike or its continuance; (v) what remedial measures should be taken to prevent the occurrence of such situations in the future. The Commissioner invited the assistance of the general public as well as of the students and the staff of the University in the conduct of his investigation. At the end of his inquiry, a report was issued setting out the results of the inquiry and making certain recommendations.

369. COMMITTEE OF INVESTIGATION INTO THE WORKING OF TEACHER TRAINING COLLEGES. Report of the Committee of Investigation into the working of Teacher Training Colleges. Colombo, Government Press, 1966. Sessional Paper XI of 1966. 128p.

A Committee, consisting of Mr. D.K.G.de Silva as Chairman and five other members, was appointed to (a) make a full investigation of the present constitution, programmes of work, specializations, educational adequacy and conditions of admission, of the Training Colleges managed by the Department of Education; and (b) make recommendations regarding ways

and means by which any deficiencies can be set right and further improvements effected. The Report is divided into 11 Chapters as follows: 1. Appointment, terms of reference and method of procedure 2. The present position 3. The existing training colleges 4. The proposed scheme of training 5. Institutions for implementing the new education programme 6. Placement of trainees in training colleges 7. Teaching staff 8. Certificates, appointment and promotion 9. Supervision and research 10. Summary of recommendations 11. Conclusion.

370. PLANNING COMMITTEE ON EDUCATION, HEALTH, HOUSING AND MANPOWER. Report of the Planning Committee on Education, Health, Housing and Manpower. Colombo, Government Press, 1967. 108p.

A Planning Committee on Education, Health, Housing and Manpower, consisting of the Permanent Secretaries of five Ministries, namely (i) Education and Cultural Affairs, (ii) Labour, Employment and Housing, (iii) Industries and Fisheries, (iv) Health, (v) Local Government, (vi) State was appointed to draw up a development programme covering the five-year period 1966 to 1970 for the fields of education, health, housing and manpower. The Report of the Planning Committee is in two Parts, namely Part I dealing with education, health and housing, and Part II dealing with manpower. The chief categories of personnel considered are engineering personnel, applied scientists, medical personnel, accountants, teaching personnel, agricultural personnel, and management personnel. Recommendations are made for increasing the supply of personnel in each of these categories.

371. THISTLETHWAITE, FRANK. Report on the establishment of the University of Colombo. Colombo, Government Press. Sessional Paper XXVI of 1967. 59p.

Professor Frank Thistlethwaite, Vice Chancellor of the University of East Anglia, England was invited by the government of Ceylon to advise it about the conversion of the Colombo Campus of the University of Ceylon to a full fledged university. Recommendations and suggestions amounting to

the sketch of an academic blue print for the new university are provided in the Report. The Report is divided into eleven parts under the following heads: 1. Introduction. 2. The principles of planning. 3. The grouping of disciplines. 4. Faculties on existing disciplines. 5. Additional faculties. 6. The academic establishment. 7. The curricula. 8. The academic establishment. 9. Academic government. 10. Research. 11. Student affairs.

EDUCATIONAL LEGISLATION

372. HOUSE OF REPRESENTATIVES. Report of Standing Committee "B" on Higher Education Bill. Colombo, Government Press, 1966. 170p.

The draft Bill to provide for the establishment of a National Council of Higher Education, for the establishment, maintenance and administration of higher educational institutes, and for matters connected therewith or incidental thereto tabled before the House of Representatives on July 18, 1966 was referred by the House to its Standing Committee "B". The Committee heard evidence from several deputations, and thereafter the various clauses in the Bill were taken up by the Committee, along with the amendments suggested for some of the clauses, for discussion and voting. The Report contains the notes of evidence given before the Standing Committee and the minutes of proceedings of the Standing Committee.

373. GOVERNMENT OF CEYLON. Higher Education Act, No.20 of 1966. Colombo, Government Press. 62p.

The Act provides for the establishment of a National Council of Higher Education, and for the establishment, the maintenance and administration of higher educational institutes, and for matters connected therewith or incidental thereto. The Act consists of 20 Parts as follows: 1. Higher Education 2. National Council of Higher Education 3. Powers, Functions and Duties of the National Council 4. Universities 5. The Chancellor and the Officers of Universities 6. The Authorities of a University 7. Convocation of a University 8. University Campuses 9. Statutes, Ordinances and Rules 10. Student Unions and Student Councils of a University 11. Appointments, etc., to the Staff of a University 12. University Provident Fund 13. Financial Provisions 14. General Provisions 16. Junior University Colleges 17. Application of the Housing and Town Improvement Ordinance 18. Repeals of University Enactments 19. Transitory Provisions 20. Interpretation

THEORY OF EDUCATION

374. RANASINGHE, FR. ALEX. "Means must not supersede the end." --- Ceylon Daily News. June 9, 1966. 1285 words.

The child must be regarded as the chief actor in the vast drama that takes place in the school. His aptitudes, potentialities, rights and freedoms have to be respected. The system of education must be made to suit him, not he to a Procrustean bed. The basic psychological fact of individual differences should be taken into account The child is a rational being; discipline should be based on reason and the child's dignity should be respected. The child's basic needs must be seen to; they are not merely freedom from want, but acceptance by the home, and security and affection from the family and other social groups in which the child moves. The stability of the home should be ensured in order to promote the healthy development of the child. A child's community influences have also to be kept under scrutiny. Individual aims in education should take precedence over social aims since the most important objective in education is the development of the personality. The education system should be geared to securing for each child the conditions under which the personality is most completely developed. The proposed reforms in the system of education in Ceylon are comprehensive and seem to suit the needs and the genius of the people. But every thing would depend on the means taken to achieve the objectives of the reforms.

375. PIERIS, MERLIN. "Adhyāpanaya pilibañda Plētōgē darśanaya." (Plato's philosophy of education.) --- Adhyāpanaya. No.4, 1967. pp.71-83.

The foundations of Plato's theory of knowledge and theory of education are found in the answers given by Socrates to certain issues that were posed to him. The dialogue in Meno is the most useful source available for ascertaining Plato's philosophy of education. The issues that were posed were as follows. A person has to make enquiries about what he knows or about what he does not know. He will not make

enquiries about what he knows as he already knows. He cannot make enquiries about what he does not know as he does not know what he does not know. Education is therefore an impossible activity. Socrates' reply was that we both know, and do not know. We know in the sense that we have known so much in the course of our previous births; we do not know in the sense that we do not remember what we have known in our previous births. The task of education is to assist a person to recall to mind what he has known before. New knowledge cannot be given. Thus it can be seen that Plato's concept of the fundamental nature of the educative process is based on his belief in reincarnation.

376. TILLAKARATNA, M.A. "Vinoba Bhavēgē adhyāpanika adahas." (Vinoba Bhave's ideas about education.) --- Adhyāpanaya. No.5, 1967. pp.13-20.

Vinoba Bhave divides education into internal education and external education. By internal education is meant the education that comes from developments within an individual himself. By external education is meant the inspiration that is derived from what is external to the individual. It is a selective process, and depends on the capacity of an individual. Education is not an end in itself but the means to an end. Education is the means to the development of an individual's personality. Education should lead to independence. It should make an individual economically independent and intellectually independent. It should also make him independent of and free of feelings that are base or selfish. There should also be integration between knowledge and work. The progress of society as a whole takes place from such integration. A curriculum conceived in terms of subject divisions is artificial and lacks integration. The study of science should be more than the acquisition of a body of knowledge. While the knowledge that science gives is useful, it is the spirit of science that is even more useful and which should be made to permeate the entire life of an individual. There is no antithesis between science and religion.

EDUCATIONAL PROBLEMS, PLANNING AND POLICIES

General

377. ALLES, JINAPALA,et.al. Financing and costs of first and second level education in Ceylon 1952-1964. --- Colombo, Ministry of Education, 1967. 64p.

By way of an introduction, information is provided about the demographic and the socio-economic backgrounds of the people of Ceylon, and of the educational system of the country. The financing of education at the elementary and the secondary levels is considered under the following heads:- recurrent costs, analysis by purposes, analysis by unit costs and trends, and capital costs. Implications for the future are discussed. A set of 40 tables is provided.

378. ALLES, JINAPALA. Notes on structural and functional aspects of an educational system relevant to educational administration. --- Colombo, Ministry of Education, 1967. 36p.

An analysis is offered of 1. the principal elements constituting an educational system 2. the principal levels of operation and execution within the system 3. the principal unit processes and unit operations associated with each level. A schematic model incorporating the above concepts, namely levels of operation, unit processes and unit operations, is suggested. Two illustrative examples using the model are given.

379. APONSO, H.A. "Health education and the food crisis." --- Ceylon Daily News. December 28, 1966. 1710 words.

The objective of all planning and development in agriculture, animal husbandry and fisheries should be to meet the nutritional requirements of the people. Every

attempt should be made to "marry health and agriculture". In this connection, a programme of health education which lays down the priorities of nutrition for health is necessary. Agricultural activities should be correlated with nutritional requirements. Through a programme of health education, wide publicity should be given regarding the essentials of a balanced diet that is within the reach of the average family. Thereafter, programmes of agriculture should be directed towards producing these items of food. When the problem is approached from this angle, it will be seen that much agricultural activity that is undertaken is wasteful. Acres of land are utilised for the cultivation of non-nutritious vegetables. This land lends itself as satisfactorily for the cultivation of other vegetables which have nutritious value. If awareness of this is spread among the people through a programme of health education, there would be less waste of land on the cultivation of non-nutritious vegetables.

380. DE LANEROLLE, KENNETH M. "NCHE proposal will harm schools." --- Times of Ceylon. July 2, 1967. 1085 words.

The National Council of Higher Education has recommended to the Minister of Education that certain secondary schools should be asked to prepare students for the first year Arts and Science examinations of the universities. This is not a sound recommendation. If schools start classes to prepare students for first year examinations of the universities, the students in these classes will monopolise all the leadership positions, and younger children, who might be leavers from school at the age of 16 years of 17 years, will be denied opportunities of leadership. No advantage will accrue to mature students preparing for first year university examinations to be brought under the kind of discipline that exists in the secondary school for the benefit of less mature children. Secondary schools are already pressed to provide adequate library facilities with meagre finances, and if library facilities are to be provided at an advanced level for mature students the needs of the younger pupils will be altogether ignored. All these disadvantages have in small measure been felt by schools which have classes for the General Certificate of Education (Advanced level), and if first year university work is also thrust on them they would be greatly harmed. A possible solution to the problem with

which the National Council of Higher Education is confronted is to establish a category of junior universities which could undertake to prepare students for first year university examinations.

381. EKANAYAKA, Y.M. "Adhyāpanayē varadin ataraman vana taruna parapura." (Our youth who are rendered useless by a faulty education.) --- Davasa. August 11, 1967. 750 words.

Fifteen percent of the population of Ceylon consists of boys and girls under 15 years of age. They should constitute a live force for the good of the country, but in fact they are destined to become a burden on society. Most of them will have to give up schooling after grade five on account of the difficulty of gaining admission to secondary schools. They are not equipped for life in present day society and will become a burden. Those who proceed to secondary schools will receive a highly literary and academic education. Many will not be able to cope with it, and as they have not learned anything more useful in school they will have to idle after leaving school. Even those who do well in literary and academic studies are nor very much better off. Not all of them can go in for higher education as the number of places available is limited and admission competitive. The others have to leave school after completing their secondary education, and as they have not learned any marketable trade or skill they remain unemployed. Disappointed youth develop anti-social habits and revolutionary tendencies. It is the task of society to give youth a meaningful education so that they take their place in society as persons capable of making a useful contribution to social life.

382. FERNANDO, P.N.M. "Kautukāgāraya saha grāmīya adhyāpanaya." (The museum and rural education.) --- Dinamina. June 28, 1966. 770 words.

A museum can provide essential knowledge in a variety of fields such as history, archaeology, science and the fine arts, but generally speaking the facilities of museums in

Ceylon are available only to the people living in a few cities. Every museum should organise travelling exhibitions in rural areas so that the people living in rural areas, too, could derive benefit from the kind of education that a museum can provide. Efforts must also be made to establish museums in rural areas. Such museums should not only bring to the rural areas the significant elements in the culture of the cities, but they should also emphasise the cultural developments and cultural products of the rural areas. The rural areas have a distinctive culture of their own which is worth preservation and development, and this task can be accomplished by museums established in rural areas. Their contribution to the quality of education and life in rural areas could be invaluable.

383. FERNANDO, HERAS. "Jātika adhyāpanaya aramb̄annaṭa pera pāsäl kramayē venasak ōnā." (The school system has to be changed before a national education can be commenced.) --- Davasa. July 4, 1966. 676 words.

There are some schools which stand outside the state education system. They should be taken over and made part of the state system. Some schools have spacious buildings but an insufficient number of children; other schools are over crowded and do not have sufficient room for the children attending them. Some schools are badly understaffed, while other schools are over-staffed. In some schools, a teacher has to teach about 50 pupils scattered over three or four grades; in other schools, a teacher has to teach about thirty pupils studying in a single grade. It is the same situation in regard to furniture and equipment. While some schools have them in abundance, in other schools there are no chairs for the children to sit on. These conditions make a reorganisation of schools very necessary. If conditions in the rural schools are improved, the rush to city schools will cease.

384. GOVINDARAJ, MANOHARAN. "The law relating to education on estates in Ceylon." --- Journal of the National Education Society of Ceylon. Vols. 16 and 17, 1967. pp.122-125.

The legal basis of education of estate children is based on (1) Part VI of the Education Ordinance, No: 31 of 1939 (2) Regulations framed under this Ordinance and published in Government Gazette No. 9740 of July 25, 1947 (3) certain sections of the Code of Regulations for Assisted Vernacular and Bilingual Schools specifically applicable to Estate Schools. The burden of educating children on an estate is placed on the owner of the estate. There are many loopholes in the law. The estate owner has a legal obligation to provide a building for a school but he need not run the school. If he runs the school, he will get a grant. The number of teachers he should employ is not governed by any regulation. The legal position is quite unsatisfactory. If it is necessary to continue the system of Estate Schools, new legislation should be introduced covering the gaps in the present legislation.

385. HEILBRON, TILLIE T. "Strengthening secondary education in Ceylon." --- Ceylon Daily News. September 26, 1966. 900 words.

A study by Unesco shows that out of 1200 senior secondary schools, about 500 have facilities for teaching science and mathematics in grades IX and X, and that only 135 of them have facilities for teaching these subjects in grades XI and XII. An allocation for Ceylon by Unesco for Unicef aided projects during the current year has been made in the amount of 158,000 dollars with an additional commitment of 129,000 dollars. The aim of this project is to strengthen and diversify secondary education in Ceylon primarily in the field of science and mathematics. Unicef will provide equipment for school science laboratories. The present allocation of funds is to aid the Government's six year plan for introducing at the senior secondary level new science and mathematics courses where they do not exist and for reinforcing those that are presently in effect. The plan is to be adopted, school science facilities improved, in-service teacher training provided, supervision strengthened and facilities established for local production and maintenance of school science equipment.

386. INDRARATNA, A D.V DE S. "Adhyāpanaya hā sañvardhanaya." (Education and development.) --- Davasa. April 2, 1966. 1250 words.

The population of Ceylon is rapidly increasing. New school buildings are necessary for children of school-going age. The government should draw up plans, paying due regard to the economic conditions of the country, to put up a sufficient number of buildings. Wherever possible, the services of the community should be enlisted to keep the cost of buildings low. The educational structure should be closely correlated with a plan for economic development. The proposals regarding Work Experience made in the Interim Report of the National Education Commission are important and deserving of immediate implementation. The level of literacy in Ceylon is high. This is not a matter for surprise when the expenditure incurred on education is considered. The reform most necessary is to gear education to the development process. Two Commissions, namely the National Education Commission and the Technical Education Commission, have recently made very pertinent proposals in this connection. It is hoped that the White Paper promised by the Minister of Education would announce his plans for implementing the proposals.

387. INDRARATNA, A.D.V.DE.S. "Artika sañvardhanaya saha adhyāpanaya sālasum kirīma." (Economic development and educational planning.) --- Dinamina. July 10, 1966. 735 words.

Economic development can take place only if the rate of increase in the gross national product exceeds the rate of increase in population. The two factors that Ceylon lacks for rapid industrial development are managerial and technological skill. In so far as educational expenditure is concerned, Ceylon spends 5 per cent of the G.N.P. on education. This is as high as the expenditure on education of most developed countries. Countries such as Chile, Argentine and Israel spend a lower percentage of the G.N.P. on education than Ceylon, but show a higher rate of economic growth. The reason for Ceylon's lack of economic progress is that the expenditure on agricultural, engineering, chemical and commercial education is low in comparison with the expenditure on education in the humanities. This imbalance has to be rectified, and it should be the responsibility of the government to draw up an educational plan that would set the country on the path of economic progress.

388. INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT Coylon. Preliminary Survey of Education. Ministry of Planning and Economic Affairs, Colombo, 1966. 120p.

A mission from the International Bank visited Ceylon in 1966 and prepared this report on a preliminary reconnaissance survey of education in Ceylon with comments on projects for aid. The report is in 9 chapters as follows: 1. The economic and social background 2. The ministry of education 3. The schools 4. The supply, recruitment and training of teachers 5. University education 6. The cost of education 7. Engineering and industrial education and training 8. Agricultural education and training 9. Development plans. There are 41 tables given as annexes.

389. JAYASEKERA, U D "Adhyāpanaya saha pirihena samājaya." (Education and the corrupt society.) --- Silumina. February 24, 1967. 980 words.

In view of the relationships between education and society as pointed out in the writings of Dewey and Gandhi, it is necessary before educational reconstruction is attempted to examine the present state of society critically. Such an examination shows that there is a great deal of corruption in Ceylonese society. The political life of the country is full of short comings, but blame for it cannot be placed entirely on politicians. If the citizens of the country accept and insist on high ideals, politicians themselves would do so. The Buddhist clergy has also shown lack of responsibility by participation in party politics. The teaching profession has not lived up to its responsibilities, and teaching has become one other source of money making rather than a calling that requires a sense of dedication.

390. JAYASURIYA, J E. "Asādhārana nava adhyāpana yojana." (The new education proposals are unjust.) --- Lankadipa. December 2, 1966. 1650 words.

The education proposals contained in the White Paper of 1966 are quite unjust. At the age of 14 years, it is proposed to classify students and send them to four categories of

schools. One of the kinds of schools proposed is called a local practical school. Its purpose is to give a training in such occupations as gardener, herdsman, tailor, fisherman and cook. It is not right that the government should make such decisions about 14 year old pupils and deny them any other kind of education except in fee levying private schools. It is clear that no parent from the upper socio-economic groups would allow his 14 year old child to be trained for the occupations mentioned above. The parent would withdraw his child from the state school and educate him in a private school. In order to placate the lower socio-economic classes and to persuade them to agree to the classification proposals, it is stated that if a parent is not satisfied with the classification earned by his child, the child could ask to be allowed to repeat the examination one year later. This safeguard will in fact not be available to the poorer parents, as they would not be able to afford to keep their children in school for a further year merely in order to make an attempt at a re-classification. It is also stated that after one year in a local practical school, a child could ask for transfer to one of the other schools. In practice, such transfer will be impracticable as the work done in the local practical school during the year will not bear comparison with the work done in one year in any other type of school.

391. JAYASURIYA, J.E. "Samāja sañvardhanayehi adhyāpanayata himi täna." (The place of education in social development.) --- Dinamina. October 13, 1967. 920 words

A great deal of the education imparted in school involves passive reception of knowledge and memorisation. Much of it has no relationship to the tasks of living and citizenship. A new orientation in the content of education and the method of teaching is desirable. Attention should be paid to real life situations. In regard to health, there should be discussions about the incidence of preventible illness. Cause and effect relationships should be emphasised. In regard to agriculture, too, by simple experiments in the school garden children should be made to appreciate how success in cultivation depends on a variety of factors. Problems of unemployment should also be analysed. The reasons for the decline of cottage industries should be discussed with children and remedial measures considered. In other words, the emphasis in teaching should be on the analysis of cause and effect relationships underlying social phenomena of real life

interest to the community in which the school is situated. Such an approach would encourage scientific thinking in relation to social problems and contribute much more to social development than the present emphasis on passive learning and memorisation.

392. JAYASURIYA, J.E. Some comments on the Education Bill (Nov. 1967). --- Peradeniya, Associated Educational Publishers, 1967. 11p.

The Education Bill of November 1967 is criticised on the ground that 1. it is silent as to whose responsibility it would be to establish schools 2. there is no clause to the effect that education shall be free 3. there is no provision for pre-school education 4. satisfactory provision is not made for adult education 5. the attitude towards private schools is not clear 6. provision is not made for the education of handicapped children 7. rights hitherto enjoyed by parents in regard to the medium of instruction are taken away 8. dictatorial powers are given to the Minister of Education without adequate parliamentary control. It is also pointed out that the Bill does not make it clear whether at the end of Grade VIII every child would be allowed to proceed beyond it or whether some would be compelled to leave school and be left with the choice of no schooling at all or schooling in a private school. The power vested in the Minister to regulate the number of admissions to the upper secondary stage is also criticised.

393. MINISTER OF EDUCATION AND CULTURAL AFFAIRS. Proposals for reforms in general and technical education. Colombo, Government Press, 1966 31p.

This document is popularly known as the White Paper on education (1966). It sets out the official proposals for reforms in general and technical education. The introduction deals with the following topics: 1. the present system and its defects 2. aims of education 3. recent investigations 4. educational law 5. fundamental considerations. The main provisions proposed to be embodied in an Act are listed under the following heads: 1. statutory system of public education

2. classification of schools 3. elementary education 4. classification of pupils 5. co-education 6. abolition of the General Certificate of Education (ordinary level) 7. medium of instruction 8. duty of parent 9. work experience 10. health examination 11. religious education 12. school zones 13. school welfare boards 14. educational and vocational guidance 15. estate schools 16. private schools 17. schools for mentally and physically handicapped children 18. evening and night schools 19. unified educational service 20. teaching service 21. the Institute of Education 22. the National Council of Education 23. national education fund 24. administration 25. offences and penalties 26. the Minister of Education 27. concessions to officers and teachers. In a concluding section, it is stated that the White Paper is presented for the purpose of eliciting comments and criticisms from members of the Parliament as well as from the general public.

394. MINISTER OF EDUCATION AND CULTURAL AFFAIRS General and Technical Education Bill. Colombo, Government Press, 1967. 18p.

On November 20, 1967 the Minister of Education and Cultural Affairs presented to the House of Representatives a Bill to make provision for General Technical Education in Elementary, Lower and Upper Secondary and Technical Schools; to provide for the organization of different types of schools for such purposes; to provide for the establishment of the Ceylon Institute of Education; to establish a Unified Educational Service; to create a fund to be called the National Education Fund; and to make provision for matters connected therewith or incidental thereto. The Bill was in 8 Parts as follows: I. Statutory system of public education II. Schools III. National teaching service IV. Establishment of the Ceylon Institute of Education V. National education fund VI. Administration VII. Offences and penalties VIII. General Although the Bill was presented there was no debate on it, and it was allowed to lapse in course of time.

395. PARAMOTHAYAN, K. "Classification and the comprehensive school system." --- Times of Ceylon. August 25, 1967. 1910 words.

There is evidence from England that the classification of pupils is not a healthy educational practice, and that excessively fine grading of pupils should be avoided. Opinion is veering in the direction of avoiding the classification and segregation of pupils and providing a common school up to the age of fifteen or sixteen years It has been established in Sweden that there is no educational advantage in separate grouping based on ability. Both Denmark and Finland are moving in the direction of comprehensive schools. In India, the recent Kothari Commission has recommended that the common school should be adopted as a national goal. In Ceylon, a decision on the issue of a single school with no classification, or a number of schools based on the classification of pupils, is pending, and an announcement from the Minister of Education is awaited.

396. RUBERU, RANJIT. "Estate schools must be run by the state." --- Ceylon Daily News. November 28, 1966. 1520 words.

In regard to Estate schools, the White Paper of 1966 proposes to make it the duty of the proprietor of an estate to provide education for the children of the labourers working in the estate. This goes contrary to recent views expressed by the public that the management of schools should be vested in the state. It is true that in colonial times responsibility for the education of children was entrusted to the proprietors of estates. That kind of delegation of responsibility may have been all right in colonial times but it has no place in the contemporary situation which regards education as a national concern. To keep estate children apart from the rest of the population would not be conducive to the promotion of national unity. The National Education Commission of 1961 made this point quite clear. It recommended that estate children should be admitted to state schools along with the children in the villages, and that the present category of Estate schools should be gradually abolished. The Commission also recommended that Sinhalese should be made the medium of instruction for estate children with a view to assimilating them into the local population. The White Paper has failed to make such provision.

397. RUBERU, RANJIT. "Śishyayin vargakirīmē yōjanā." (Proposals for the classification of pupils.) --- Silumina. March 3, 1967. 1110 words.

The White Paper on Education (1966) makes proposals for the classification of pupils for various types of secondary education. This is not the first occasion on which such proposals have been made. In 1943, the Special Committee on Education made proposals for the classification of pupils into three types of post-primary schools, but the proposals were not implemented. The White Paper of 1951 and the legislation that followed it provided for the classification of pupils into two types of schools. Although selective tests were held, academic education continued to be very popular and there was no interest in practical schools. One reason for this is the fact that the two types of schools envisaged did not have parity of status. It was also clear that socio-economic background entered very greatly into the selection process. There was considerable opposition to the procedure on this account. The proposals now made envisage classification into four types of schools. Two will be definitely inferior in status to the other two, and there will be competition to enter the schools which have a superior status.

398 RUBERU, RANJIT. "Śishayin vargakirīmē yōjanā: pāsäl atara sama tatvayak äti kala hākida?" (Proposals for the classification of pupils: can parity of status between the schools be achieved?) --- Silumina. March 10, 1967. 1140 words.

The National Education Commission of 1961 made proposals for setting up four types of secondary schools. They were to have parity of status, unlike the schools proposed in the White Paper of 1966. Moreover, there was not going to be compulsory allocation of pupils. The National Education Commission made it clear that pupils would be free to choose the type of school which they would attend. One of the assumptions underlying the present proposals is that all primary schools would be brought up to the same standard so that pupils will have an equal chance at the classification process. It is believed that by imposing the same curriculum on all primary schools they would be automatically brought

up to the same standard. There is very little justification for this belief in the light of the great differences that exist between schools. The setting up of post primary schools of unequal status and the compulsory allocation of pupils into them cannot be justified by any means. The selection process is fraught with great difficulties. In spite of the long experience which England has had with the selection examination at the age of 11 years, the selection process is an imperfect one. The proposals in the White Paper cannot be regarded as being educationally sound in comparison with the proposals made by the National Education Commission of 1961.

399. RUBERU, RANJIT. "A critical assessment of the White Paper proposals (1966) on the diversification of children." --- Journal of the National Education Society of Ceylon. Vols. 15 and 16, 1967. pp. 98-103.

The necessity for the diversification of education at the secondary school level cannot be denied, but the provisions suggested in the White Paper are unrealistic and impracticable. They envisage the establishment of schools of different status in order to diversify secondary education. A rigid system of selection is advocated. Unless all elementary schools are brought up to the same standard, a rigid system of selection based on school achievement would favour the children attending the better provided schools. While the rest of the world is moving in the direction of discarding rigid selection and classification of pupils, Ceylon is trying to introduce such outmoded practices under the guise of progressive reforms. The recommendations for diversification made by the National Education Commission were quite sensible, but the White Paper has ignored them.

400. SADDHATISSA, VEN. AMBALANGODA. "Pirivenvalata yana kala dasāva." (The fate of the pirivenas.) --- Davasa. February 12, 1967. 870 words.

The pirivenas, or the institutions of learning associated with Buddhist temples, occupied a prominent place in the educational history of Ceylon. In the early years of the country's history, education both of the monks

and of the laity, was entirely in the hands of the pirivenas, and but for the leadership role played by the pirivenas there would have been very little to look back to in the field of learning and scholarship. The pioneering role of the pirivenas should be remembered with gratitude. The recently announced proposals of the education authorities in relation to the pirivenas are such as to limit very greatly the scope of the education provided in the pirivenas. In comparison with schools and universities, subjects are taught in an integrated manner in the pirivenas. For example, a subject such as Pali is taught in its relationships with such subjects as Buddhism and Buddhist Civilisation. It will decidedly be a retrograde step if the work of the pirivenas is to be circumscribed by a uniform set of rules applicable to all educational institutions.

401. SELVANAYAGAM, S. "Ariviyalum kalvi nilaiyangalum." (Educational institutions and science.) --- Thinakaran. March 26, 1966. 1240 words.

The word 'science' originally stood for knowledge. It later came to be denoted to indicate a group of subjects as opposed to the Arts subjects. The Arts subjects had not been originally subjected to scientific study. The situation is different now. Arts subjects are also subjected to scientific study, and special techniques of research into them have been evolved. These techniques should be taught in schools and a scientific orientation should be given to the study of Arts subjects. At the same time, it is necessary to expand the facilities in schools for the study of science. In hundreds of schools, science is not taught at all. Steps should be taken to introduce science subjects into them with the least possible delay.

(in Tamil)

402. SRI DHARMARAMA, VEN. DODANDUWE. "Pāthasālā pratisañvidhānaya." (School reorganisation.) --- Dinamina. August 12, 1967. 615 words.

Under the proposed scheme of school reorganisation, it is said that one category of schools will have grades 1 to 7, and the other grades 8 to 12. The latter category will have

facilities for the study of science, agriculture and industrial subjects. The schools in this category will generally be located about four or five miles apart. This will raise problems in rural areas. Children completing grade 7 may not have a school with grade 8 within easy access. In such cases, it is stated that schools with grade 7 will be allowed to have the higher grades as well, but nothing is said about the nature of the curricular provision that would be available in them. It is bound to be quite inferior to that available in schools with grade 8 upwards only. This situation will obtain in rural areas only. While every urban child would receive a good education in the upper grades, many rural children will have to be satisfied with a second rate education. This is a very serious issue that deserves the attention of the education authorities.

Education and the State

403. JAYAWEERA, C.S.V. "Some issues in the nationalisation of schools in Ceylon." --- Journal of the National Education Society of Ceylon Vols. 15 and 16, 1967. pp. 22-31.

By the passing of the Education Act No. 8 of 1961 denominationalism in Ceylon education came to an end. The end of denominationalism in Ceylon education was the outcome of the interaction of several factors, not all of which were necessarily educational. The chief factors are listed as follows: (a) the Buddhist clergy and the revival of Buddhism (b) the policy of the Christian missionaries (c) the language issue (d) nationalism and culture (e) the economic issue (f) politics and the Church (g) religious instruction and (h) grants-in-aid. The manner and the extent to which each of these factors was related to the issue of nationalisation of schools are considered. In view of the fact that there is a demand in some quarters for the denominational system of education to be revived, the writer sounds a note of warning that the issues connected with the nationalisation of schools remain as pertinent in 1967 as they were in 1961.

Equalisation of educational opportunity

404. AMARASENA, DHARMASENA. "Dushkara palātvala pāsäl praśnaya." (The problem of schools in difficult areas.) --- Dinamina. January 9, 1966. 630 words.

The principles followed at present in declaring certain areas as difficult areas are not satisfactory. Some villages and towns in the so-called difficult areas do not present any problems either from the point of view of accessibility or from the point of view of climatic conditions. The writer suggests a re-classification using the following criteria for labelling an area as a difficult area: 1. the distance off a main highway and the means of travel from the highway to the area, 2. the living conditions of the area, 3. the availability of school buildings and teachers' quarters, 4. the climatic conditions, 5. the availability of water supplies and postal services. Using these criteria, a list of schools to be declared as being located in difficult areas should be prepared. All teachers should be required to serve for a certain number of years in such schools. They should be paid a special allowance while they are attached to such schools. Free travel facilities by bus and train should be made available to them over and above any privileges which they now enjoy in this respect. Suitable living quarters should be provided for the teachers in proximity to the schools.

405. KANDASAMY, P. "Malaināttu makkalin kalvippirachinaikal." (Problems in the education of hill country estate children.) --- Thinakaran. April 4, 1967. 810 words.

Facilities for the education of estate children in the Uva province have deteriorated in recent years. Dilapidated buildings, lack of space, insufficient teachers, lack of equipment, and maladministration have contributed to this state of affairs. On account of the shortage of teachers, the provision in the schools is for teaching a limited number of subjects, but even in these the syllabuses are not covered.

The children are not given an opportunity of learning Sinhalese. No religious education is provided. The estate school system is in need of a radical reorganisation.

(in Tamil)

406. KARALIYADDA, S.B. "Udarata gämi duka - adhyāpana adupādu." (The woes of the rural Kandyans - shortcomings in education.) --- Silumina. May 11, 1966. 1620 words.

The centre of educational activities in the village was the temple. Christian missionaries introduced a modern type of school in the coastal areas, and employment was readily available to the students who passed out of these schools. The introduction of such schools to rural Kandyan areas took place very late, and thus the Kandyans found themselves handicapped from the point of view of both education and employment. Even now very few schools in the rural areas of the Kandyan provinces teach science. The opportunities that Kandyan students get for admission to the medical, engineering and science faculties of the universities are limited. In the rehabilitation of the Kandyan areas, special emphasis must be placed on the development of facilities for education. Good teachers should be sent to the Kandyan areas. It is important to provide housing for teachers in order to make them agree to serve in remote schools in the Kandyan provinces.

407. WEERASINGHE, G.D. "G C.E. (A.L.) Science results - why this massacre?" --- Ceylon Observer. September 23, 1966. 1180 words.

It is disheartening to find that according to the results of the General Certificate of Education (Advanced Level) examination held in December 1965 not one student from the many girls' schools in the Galle district has qualified for admission to the university for studies in science or medicine. This cannot be due to the lack of intelligence on the part of the girls, as some of them are scholarship winners from rural schools who were selected to pursue science studies. The

teachers employed are among the best in Ceylon. The reason for the failure of the girls is the shortage of vital science equipment in the schools in Galle. Many girls had not been able to do essential practical work in the laboratories as the necessary apparatus was not available. The money spent on the girls' science education has been wasted and the girls themselves are frustrated. It is the duty of the Education Department to see that the girls' schools in Galle are supplied with the items of science equipment necessary for the practical work that is required for the G.C.E. (A.L.) examination.

Language issues in education

408. CROSSETTE-THAMBIAH, R.W. "Medium of instruction: what should it be?" --- Ceylon Daily News. November 2, 1966. 1480 words.

The language medium for higher education is under discussion. Even if the national languages are inadequate for this purpose, it must be admitted that only a very small percentage goes on to higher education and that to meet their needs it is not necessary to have an English teaching programme from grade III upwards in all schools. A scheme of national education must suit the masses who constitute the vast majority of the school going population, and the special needs of a minority cannot be allowed to dominate the scene. It is of course open to question whether the national languages are inadequate for higher education. It is true that very little reading material of a scientific or technological nature is available in the national languages. The solution is to translate material from English into Sinhalese and Tamil. It is much simpler to employ a few persons to translate books than to make many thousands of children learn English. It has been suggested that all students should be given an intensive course of English for four years prior to their entry into the university in order to make them competent to use English as the medium in the university. This will be to dissipate their energies unnecessarily. They should be taught through the national language media as they have received their education through these media. At the same time, they should be taught English as a subject so that they could read material available in English.

409. DE ALWIS, E.H. "Ingrīsi anivārya kirīma avaśyada?" (Is it essential to make English compulsory?) --- Dina[illegible]a. June 30, 1967. 960 words.

With the progressive introduction of the national languages as the media of instruction at the school level, educational opportunities for the masses have expanded. University education in the sciences is provided in English, and this acts as a barrier to exclude students not competent in English. It is said that science education cannot be provided at the university level in the national languages as there are no technical terms. These difficulties can be overcome if a determined effort is made. The alternative suggested is to make English a compulsory subject for all students even at the school level. In other words, because a small number of students desiring to pursue a science education at the university have to acquire competence in English, it is proposed that English should be a compulsory subject for all children. There is no justice in this. The needs and interests of a few cannot prevail against the needs and interests of the vast majority of pupils who will never need English. A nation expresses itself best through its national language. Works of literature are produced in one's own language and not in alien languages.

410. DE SILVA, NEVILLE H. "Lack of English will further handicap our uneasy students." --- Times of Ceylon. December 6, 1967. 910 words.

With the introduction of the national languages as the media of instruction, the standard of English possessed by students has gone down. The new elite, educated through the national languages, will be handicapped gravely because of their lack of knowledge of English. When it comes to employment, they may be overlooked in preference to those who know English. This will result in frustration, and unless meaningful steps are taken to satisfy the needs, aspirations and ambitions of the newly educated elite they may tread the path of revolution. We have also to remember the international context of modern life, and that the study of English is necessary for full participation in it.

411. GUNASEKERA, PRINS. "Raṭa hadanna ingrīsi ōnāda?" (Is English necessary for developing the country?) --- Silumina. December 11, 1966. 2540 words.

For 150 years, pride of place was given to English in the educational life of the country, and the national languages were neglected. Very little good came out of this policy. The educational system has not produced a single writer or scientist who has made a creative contribution to the life of the country as the result of the English education that was received. On the other hand, many of those educated through the English medium became cheap imitators of English practices and customs. They occupied the highest offices in the land but did nothing constructive for the development of the country. They looked down upon their fellow countrymen who had not been so fortunate as to receive an English education. If English education was of value, its contribution should be there to be seen, but nowhere are such signs visible. What can be seen is the damage caused by the study of English. The most important step that should be taken for national development is to dethrone English from the position it occupies in the educational and public life of the country.

412. HEWAGE, L.G. "Usas adhyāpanayata ingrīsi ōnā ayi?" (Why is English necessary for higher education?) --- Silumina. December 4, 1966. 1440 words.

So little material pertaining to modern knowledge is available in the national languages that it is necessary for students pursuing higher education to learn a language in which a ready supply of materials is available. Among such languages, English occupies an important place, and the fact that there is a tradition of studying English in Ceylon provides a strong argument for choosing English, rather than French, German or Russian, as the second language to be studied by our students. Without adequate mastery over such a language, it is not possible for our students to familiarise themselves with modern developments in almost all fields of study. While English should be taught as a subject in the higher grades at school, special courses in English

should be provided in the universities and other institutions of higher education. The percentage selected for higher education in Ceylon is quite small. They constitute a group of very high intellectual calibre, and if good teaching is made available to them, they should have no difficulty in mastering English. While the teaching could be done in the national languages, every effort should be taken to encourage students to read material available in English. About 95 percent of the books available in our libraries are written in English, and it would be a pity if students do not have a sufficient knowledge of the language to read them. No effort should be spared to give students a knowledge of English if our libraries are to serve a useful purpose. At the same time, the production of literature in the national languages, both original works and translations, should be encouraged.

413. VIMALANANDA, TENNEKOON. "Lankāvē usas adhyāpanayē ingrīsiyata ayat täna." (The place of English in higher education in Ceylon.) --- Dinamina. March 19, 1967. 990 words.

The Minister of Education has acted rightly in rejecting the suggestion that a pass in English should be compulsory for university entrants. By taking this step he has prevented discrimination being exercised against rural students who do not have the same facilities as urban students for the study of English. The lack of books for advanced studies through the national language media can be rectified in a short period of time if a determined effort is made. The example of Israel should be emulated in this connection. Within a period of about two years, Israel was able to develop Hebrew for use as the medium of instruction at the university level and to produce the necessary textbooks. Some university teachers in Ceylon have expressed their concern that students who do not know English will be adversely affected in their university studies on account of the shortage of books. What these teachers should do is to write the necessary books.

University education

414. AMERASINGHE, C.F. "Perspectives in university freedom." --- Ceylon Daily News. June 18, 1966. 1720 words.

The recent Higher Education Bill has made serious inroads into university autonomy. In a democracy, there should be a liberal conception of the functions of a university. A university teacher has three chief duties, namely 1. to his branch of learning 2. to his students, and 3. to society and the state. It would be wrong to invert these priorities, and put society and the state first. State control over what a university teacher should teach, and whom he should teach is not reconcileable with the liberal conception of a university. Without interfering with university autonomy, satisfactory arrangements can be made to ensure adequate planning and the prudent allocation of funds. An independent body consisting of public men with a liberal outlook could be entrusted with planning and the allocation of funds. The university should have representation on this body. It should be free from political control, and its task should not be that of implementing the views of politicians.

415. COLLINS, CHARLES.C. "The Junior University Colleges." Times of Ceylon. December 20, 1967. 1520 words.

The elementary and the secondary strata of the pyramid of education in Ceylon are quite solid. The third and top layer of the pyramid is only 6 percent of the second layer, and less than 1 percent of the first layer. For the strength and stability of the nation a sizeable middle class is required. It cannot be raised from the very small number going on to higher education. Moreover, the higher education provided is too academic. The proposed Junior University Colleges will meet the needs of the country for the middle level man power in industry, commerce, agriculture, administration and technology. The courses in the Junior University

Colleges will be employment oriented and offer an array of training programmes leading directly to employment. With hard work by the students and the staff, and with encouragement and support from the community, the five Junior University Colleges to be opened next year will grow to take their rightful place among the institutions of higher learning in Ceylon.

416. DIAS, HIRAN D. "The Bill kills the basis of higher education." --- Ceylon Daily News. August 5, 1966. 1420 words.

The Higher Education Bill kills the basis of higher education. The failure of the existing universities to live up to the ideals of a university is no excuse for the enactment of legislation that would permanently prevent them from reaching that goal. In tackling the problem of university education the government's approach has been influenced by improper understanding, disregard for aims and purposes, confused thinking, political considerations, and limited vision. The Bill has been framed without any consideration for academic freedom. The Bill has offered only a bureaucratic solution to the problems facing higher education.

417. FERNANDO, AMARADASA. "VC appointment - insult to injury." --- Ceylon Daily News. November 2, 1966. 580 words.

It was bad enough that the Minister of Education should have been given the power to make the initial appointment of Vice Chancellors of the three universities. But for the Minister to inflict an administrator with only a first degree as his academic qualifications as the Vice Chancellor of the University of Ceylon is not only an open humiliation of the academic staff of this institution but also an embarrassment both to the University and to the person concerned. Previous Vice Chancellors have been men of high academic attainments and intellectual eminence. The Vice Chancellor designate has, however, the minimum qualification that the numerous undergraduates, overcrowding the universities, have come to obtain.

418. JAYATILLEKE, K.N. "Buddhist studies in the university." --- Ceylon Daily News. August 18, 1967. 3310 words.

Buddhist philosophy, Buddhist psychology and Buddhist political science are worthy of study not only for their own sake but also for the important contribution they can make to modern knowledge in these fields. It should be the task of the universities in Ceylon to promote these studies and encourage research in them. A college for Buddhist bhikkus (monks) should be established in one of the universities. There should also be an Institute of Buddhist Studies to undertake planned research projects in the fields of Buddhist learning. Courses of studies in such subjects as law, political science, psychology, history and fine arts should be enriched by the insights coming from Buddhist studies. Credit courses for science students should include the humanities, and they should include courses in Buddhist philosophy, logic etc.

419. MUKTHAR, MOHAMMED. "Muslim sanskrutika viśva vidyālayak epā." (A Muslim cultural university is not wanted.) --- Dinamina. April 19, 1967. 515 words.

A member of Parliament has moved a motion to the effect that a cultural university should be established for the benefit of Muslims. The language of instruction in it would be Arabic, and the subjects of study would be Islam, history, culture, literature and government. There is no special advantage in learning these subjects. When Sinhalese, Tamil and English are the only languages that occupy a position of importance in Ceylon, it is a waste of time to teach Arabic. The purpose of a higher education is to give opportunities of employment at a reasonably high level. The only occupation available for those receiving their education in the Muslim cultural university would be teaching. What the Muslims need for their future advancement is not a cultural university but a Muslim university which would teach English, Sinhalese and Tamil and also the arts, sciences and commerce. It is only then that Muslims will receive a real education.

420. SUMANAWANSA, VEN. KAPUGAMA. "Kanitu sarasavi pihituviya yuttē vädima avaśyatā äti palātvalayi." (It is in the areas of greatest need that Junior universities should be established.) --- Dinamina. July 22, 1967. 1090 words.

The government has announced its intention to establish Junior universities in Colombo, Kandy, Galle, Jaffna and Kuliyapitiya. In regard to the first four locations, it must be pointed out that a great deal of the resources of the government has been spent to provide educational and other facilities in them. In comparison, the rest of the country has not been given a fair deal. If population density is considered, the Matara district comes next to the Colombo, Kandy and Kalutara districts, but it is meagrely supplied with educational facilities. The Matara district has only 4 schools with facilities for the study of science at the General Certificate of Education (Advanced level), while Jaffna has 33 schools, Colombo 32, Kandy 12, Kurunegala 5, Galle 5 and Kalutara 11. The Matara district has a case for the expansion of educational facilities at all levels. It is hoped that the government would appreciate this fact, and take note to establish a Junior university at Matara in the near future.

421. WEERASINGHE, G.D. "No hurry to rush through vital Bill." --- Ceylon Daily News. August 5, 1966. 1080 words.

Vital changes in the field of higher education are contemplated in the Bill that has been proposed. The future of higher education will be determined by the Bill. A White Paper was not issued prior to the Bill, and there has been sufficient discussion of the issues involved. Very real fears have been expressed that the Minister of Education would control higher education through the proposed National Council of Higher Education which is to be nominated by him. It is argued that the result would be the end of university autonomy. There is no doubt that the Minister seeks to exercise very wide powers. The haste with which the Bill has been introduced in the Parliament makes many suspect it. It is hoped that the public in general and educationists in particular would be given adequate opportunities to discuss this vital Bill.

422. WOLFF, MILO. "The new science faculty at Vidyalankara - designed to serve our needs." --- Ceylon Daily News. July 12, 1967. 3310 words.

The science programme at Vidyalankara university has been designed to serve the needs and meet the particular problems in Ceylon rather than imitate foreign systems. The objective is to teach a strong core of fundamental science principles, while at the same time relating these principles to the needs of the economy of Ceylon. Five undergraduate programmes in Applied Biology, Industrial Chemistry, Industrial Management, Applied Mathematics and Industrial Physics will be offered. It is recognised that Ceylonese scientists and technologists will probably find their most useful role in the following fields: (a) the improvement of agriculture - farm chemistry, stock breeding, production of farm tools, general mechanisation; (b) development of natural resources - mining, forest products, fisheries and hydro-electric power; (c) transportation - railways, ship building, road building, road material research, marketing facilities; (d) communication - equipment installation and maintenance, radio and television, education through the printed medium; (e) public health - production of building materials; (f) housing - research and production of building materials; (g) clothing - developmental research in new textile fabrics, factory management; (h) general industry - new ideas for new production, improvement of inefficient factories, development of Ceylon raw materials. The courses are designed with these needs in view.

CONTENT OF EDUCATION AND METHODS OF TEACHING

General

423. ALLES, JINAPALA et. al. Theoretical constructs in curriculum development and evaluation - 1. --- Colombo, Ministry of Education. 1967. 24p.

Two working papers are presented. One is entitled An attempt at restructuring some conceptual frameworks used in curriculum development and evaluation and has the following outline content: 1. Frames of reference used in curriculum development and evaluation - some selected studies. 2. Human behaviour and educational goals - classification and assessment in the context of curriculum development and evaluation. 3. Outline of frame of reference for curriculum development and evaluation based on a postulation of "extension" and "intensity" aspects of educational objectives in behavioural terms. The second working paper is entitled An outline analysis of psycho-motor aspects of behaviour.

424. BALASINGAM, V.K. "Ahalak katral." (A broad education.) --- Thinakaran. April 21, 1966. 810 words.

The term 'broad education' is used to indicate a study in breadth rather than a study in depth of books. Usually, a few books are studied in depth. But the number of students who are interested in such study is very small. They will be attracted by studies in breadth. In such studies, a book will be read only once. It will not be read again and again. Not much time will be taken to read a book once. The additional time that will become available when studies in depth are given up could be utilised for reading a wide variety of books. Students will be exposed to varying

experiences and learn many things. Intellectual development will be greatly stimulated. In course of time, children will discover special fields of interest. At that stage, studies in depth can be attempted.

(in Tamil)

425. DE SILVA, DAYAVATI. "Kiyavīma adhyayana mārgayaki." (Reading is a method of study.) --- Silumina. February 24, 1967. 2430 words.

Reading is one of the most important skills to be developed for acquiring the knowledge necessary for life in the modern world. Research has shown that reading skills can be improved with training. Suggestions are made for developing both speed of reading and comprehension of the material that is read. Steps in the use of the SQ3R technique are outlined. The reading and study of textbooks are also considered and suggestions are offered for increasing the capacity to derive benefit from the study of textbooks.

426. GUNARATNA, DIAS. "Nokā nobī pādam kirīmen vädak vēda?" (Is it of any use studying without eating and drinking?) --- Silumina. May 31, 1967. 2670 words.

Some students, when they have to sit for an examination, break rest the previous night for purposes of study, using stimulants to keep them awake. Some do not take food and drink on the eve of an examination in the belief that it would be advantageous to give their undivided attention to study. In practice, those who do this kind of thing come to grief. They are unable to think with clarity for want of sleep or nourishment. The noted psychologist William James advised students not to touch their books on the eve of an examination. That may itself be an extreme point of view. Some light study is desirable on the eve of an examination. The student should do a quick revision of the more important topics included in his subject of study. He should do so in a relaxed frame of mind. A little study of this nature on the eve of an examination should improve performance.

427. JAYAWARDENE, C.H.S. "Satahan liyāgannē kesēda." (How to write notes.) --- Silumina. March 10, 1967. 2500 words.

The ability to take down notes while listening to a lecture or when reading a book is an important ability to be developed especially by students in institutions of higher education. The use of a loose leaf note book for this purpose is desirable. Suggestions are made for dividing up each page of the note book to set apart one section for lecture notes, another section for notes from books, and a final section for short summaries. Hints are given regarding useful procedures for note taking at lectures and for taking notes from books. The importance of collecting together all the notes on a particular topic and organising them logically is stressed, and it is pointed out that the effective use of note taking procedures and study methods could contribute greatly towards success in examinations.

428. MUTHULINGAM, S. "Foundations of programmed learning." --- Journal of the National Education Society of Ceylon. Vols. 15 and 16, 1967. pp. 62-73.

Programmed learning has been accepted very widely in the U.S.A. and the U.K., and it holds great promise in the field of education The psychological principles underlying programmed learning were first enunciated and discussed by B.F.Skinner. The article briefly reviews them. Types of programmes, such as linear programmes and branching programmes, are discussed. Methods of presenting programmed lessons are also outlined. Finally, the article concludes with an enumeration of the advantages of programmed learning.

429. RUBERU, RANJIT. "Kautukāgāraya saha yauvana adhyāpanaya." (The museum and the education of youth.) --- Dinamina. June 28, 1966. 600 words.

In relation to the education of youth, the museum can serve a dual function. In the first place, the museum can supply essential information about man's historic past in

the national community as well as in the world community. Secondly, the museum can provide opportunities for simple research studies that would interest youth. In the fields of history, science, sociology and the fine arts, museums can provide essential knowledge as well as opportunities for research. It is important that youth should be introduced to a curriculum that is planned in such a way as to integrate their studies in school with the explorations they can carry out in the museum. The museum should also put on a programme of activities for youth, so that young people both in and out of school could derive benefit from them.

430. RUBERU, RANJIT. "Abhyāsa panti, samūha sākachchā, kiyavīm rachanā." (Tutorial classes, group discussions, reading assignments.) --- Silumina. April 2, 1967. 2520 words.

Tutorial classes play a useful role in institutions of higher education. Students are expected to do independent reading and prepare papers which are read and discussed at tutorial classes. Group discussions enable students to come together and exchange ideas. Groups should be small, in order to encourage participation. Students should do the necessary reading and come prepared to discuss the topics that are suggested. Seminars in which two or three students present papers on various aspects of a subject are also useful. As the amount of oral teaching that can be done is limited, a great deal of emphasis has to be placed on reading. In order to guide students' reading, lists of suitable assignments should be prepared. Suggestions are offered for developing and making the maximum use of reading skills. Hints are also given regarding the techniques of preparing written papers based on reading assignments.

431. SUGATHAPALA, H.D. "Kautukāgāraya saha prāthamika adhyāpanaya." (The museum and the primary school.) --- Dinamina. June 28, 1966. 720 words.

It is the task of a museum to unforld the development of man from his primitive stages to his present stage which is characterised by the supremacy of the intellect. The story of one's country, the position that one occupies in it, and the obligations that one owes to society should be emphasised. In multi-racial, multi-religious societies, one of the essential objectives of the primary school is to promote understanding between the various groups that go to constitute the nation. The museum can serve to promote this understanding by presenting to children the distinctive features of the groups and the distinctive contributions of the groups to the cultural heritage of the nation.

Geography

432. UDAGAMA, P. "The preparation of a teaching syllabus in Geography at the Secondary level." --- Journal of the National Education Society of Ceylon. Vols. 16 and 17, 1967. pp. 53-61.

The textbooks used for teaching Geography in Ceylon schools are mostly based on regional and systematic principles. This is orthodox geography, static, descriptive and deterministic. Examinations as evaluation devices lean heavily on the geography of facts. Teaching is done without reference to principles, concepts, ideas, skills and attitudes. In order to overcome

these shortcomings, it is suggested that a teaching syllabus or a design of instruction in Geography for every grade at the secondary school should be drawn up as a cooperative effort on the part of all teachers of Geography and related subjects in a school. The structure of the subject should be analysed, and the fundamental ideas, concepts, principles and modes of inquiry should be identified. The problem of scope and sequence should thereafter be tackled, and this should be a combined effort of the academic geographer, the psychologist and the experienced teacher.

History

433. FERNANDO, E.L. "Adi kālayē sita Mahasen kālaya dakvā lankā itihāsaya igänvīma sañdahā mūlāsra bhāvitaya." (The use of source materials to teach the history of Ceylon from the early beginnings to the time of Mahasen.) --- Adhyāpanaya. No. 3, 1966. pp. 43-58.

The use of source materials in the teaching of Ceylon history is discussed with reference to the needs and interests of students learning the subject at the University Entrance level. It is suggested that the following categories of source materials are available: the literary works, inclusive of the historical chronicles, of local writers; the literary works of foreign writers who make reference to Ceylon; inscriptions; and archaeological remains. The period of history under review is divided into six sub-periods. Specific sources belonging to the above categories are suggested for each sub-period, and the ways in which the sources could be used for teaching purposes are discussed.

434. JAYAWEERA, SWARNA. "The History syllabus in the Junior Secondary school." --- Journal of the National Education Society of Ceylon. Vol. 16 and 17, 1967. pp. 113-121.

The syllabus in History for the Junior Secondary stage extends from the pre-historic ages to the present. It ignores two important limitations, namely the developmental level of

the student and the very real limits imposed by a Time Table which allocates only two periods a week for the subject. It is suggested that the core of the syllabus should be the history of Ceylon. Even here it is necessary to concentrate on a limited number of major themes that spotlight the chief characteristics of the successive periods. While Ceylon history should be the central theme, it would be logical to introduce developments in other societies at the most appropriate points in the story of Ceylon. Stress should be placed on a knowledge of the influences from other lands which helped to shape the course of Ceylon history. Some insights should also be given of the important achievements and contributions of other nations at different times. It should also be possible to provide for extended historical experiences by selecting a few centres of interest for project activity which would supplement rather than clutter the syllabus.

Language and literature

435. FERNANDO, CHITRA. "English language teaching in our post-primary forms." --- Ceylon Daily News. January 30, 1966. 1240 words.

Whether English is to be taught for practical purposes or for cultural purposes is irrelevant in the early parts of a programme for teaching English. Whatever the purpose, a student must master the sound system and the basic grammatical patterns within a limited vocabulary to begin with. The structural differences between English and the student's mother tongue should be discovered and made special teaching points. In fact, the teaching materials should be planned with an awareness of the structural differences between English and the mother tongue. In the early stages, the mastery of sounds and basic grammatical patterns should be achieved through oral drills and guided conversation. Each pattern should be presented in such a way that responses required of the learner are regular and practicable. As a final objective, the skill that will be required of the Ceylon student is the reading comprehension skill. The material for the development of this skill must be linguistically complex for it must consist of long sentences with several clauses and phrases.

436. FERNANDO, CHITRA. "Teaching English number to foreign students." --- Journal of the National Education Society of Ceylon. Vols. 15 and 16, 1967. pp. 104-112.

Mastery of number in English is indispensable from the point of view of learning the language. Certain areas of English number give foreign learners considerable difficulty. The writer makes a selection of errors drawn from the work of Sinhalese students of English. The errors are classified into two broad types, namely morphological errors and functional errors. Principles for teaching English number to overcome these errors are suggested and certain types of exercises are also indicated.

437. HALVERSON, JOHN. "Prolegomena to the study of Ceylon English." --- University of Ceylon Review. Vol. 24, 1966. pp. 61-75.

The variety of English spoken in Ceylon not only has intrinsic linguistic interest but is also relevant to the pedagogical problems of English language teaching in Ceylon. The phonology of Ceylon English has been analyzed a great deal, but more important aspects such as syntax, lexicon and etymology have been neglected. The peculiarities of Ceylon English arise largely, but not entirely, from the influence of Sinhalese and Tamil. Some Ceylonisms are the result of translation errors from Sinhalese and Tamil. There are also Ceylonisms which arise from the carry over into English of constructions that were popular in Sinhalese and Tamil. The subtleties of the highly complex verbal system are very difficult to master and seem to encourage variations on the basis of Sinhalese and Tamil usage. The rhetoric of Ceylon English appears to owe much to a national character that loves eloquence. An analysis of all the features of Ceylonese English would be very rewarding and also relevant in connection with the teaching of English in Ceylon.

438. HALVERSON, JOHN. "Methods in English teaching." --- Journal of the National Education Society of Ceylon. Vols. 16 and 17, 1967. pp. 1-8.

Two areas of weaknesses in English instruction are pointed out. One is the limited knowledge of English on the part of the teachers of English, especially in rural areas. The other is an excessive preoccupation with the mechanical details of methods of instruction. The writer is concerned only with the latter weakness in this article. His observations of class room teaching have shown him that teachers are concerned with the mechanical details of methods and give insufficient thought "to the purpose of the lesson and how it was supposed to work". He feels that lessons are often prepared in a mechanical way without genuine understanding. Mechanical aids are also used as if they were some kind of magic. He expresses the view that the bulk of specific advice about the techniques of language teaching can be summed up in the principles of immediacy and linguistic naturalness, and that the teacher who keeps these principles in mind and applies them has a much better chance of doing a successful job of language teaching than the teacher who becomes preoccupied with this or that specific technique.

459. NISSANKA, H.S.S. "Basata nava maã." (New ways to language.) --- Lankadipa. November 11, 1966. 1380 words.

Although 23 years have passed since Sinhalese was made the medium of instruction in schools, and 10 years have passed since Sinhalese was declared the official language of the country, the standard of proficiency in Sinhalese shown at school by students leaves a great deal to be desired. An active programme of teaching is necessary to improve standards. The writer has carried out a successful programme of work in his school Students are encouraged, by means of assignments that capture their interest, to produce original and creative pieces of written work. The best specimens among them are included in wall newspapers that are displayed in the school. Attention to grammatical accuracy is introduced by means of lessons which concentrate on the essential grammatical features of the language. The work during the greater part of the year is not geared

to examination needs, but as the examination draws near some special preparation is undertaken. Examination results show that the programme is a very successful one. Since the time the programme was started, the school has achieved a higher percentage of examination successes than it had ever achieved before.

440. PERERA, P.P. "Sinhala bhāshāva livīmēdī jyēshṭa śishyayin karana vāradi." (The errors which senior pupils make in writing Sinhalese.) --- Adhyāpanaya. No. 4, 1967. pp. 15-22.

Senior pupils should show great proficiency in writing Sinhalese but they fall far short of this expectation. An analysis has been made of the errors made in writing Sinhalese by one hundred senior pupils in three schools. A common mistake in writing essays was the lack of division of an essay into paragraphs. Pupils who divided their essays into paragraphs showed that they had reasonably clear ideas about what they should write. In the exercise which required the summarisation of a passage, the summary was prepared by many in such a way that sense could not be made of it without reference to the original. The pupils also made a large number of grammatical errors. Many, especially those involving lack of agreement between subject and predicate, were so elementary that they could not be excused even in younger children. Spelling was also quite weak. Suggestions are offered for remedial teaching.

441. PERINPANAYAGAM, G.T. "Language laboratories." --- Times of Ceylon. July 3, 1967. 1090 words.

There is a wide divergence in the principles on which countries such as the U.S.A., the U.S.S.R., France, Belgium, Holland and Canada have established language laboratories. No two principles are exactly alike, although their basic assumptions are based on the work of Dr. B.F.Skinner. Before language laboratories are established in Ceylon, there should be teams of programmers working on the linguistic problems of our learners. It is useless having a

language laboratory without preparing programmes. Moreover, our students are not familiar with electronic gadgets, and we may have to face the problem of involuntary destruction. We have in the past with exhibitionist skill built extravagant showpieces to show that we are doing something. There is a danger that the language laboratory that is to be set up will be a similar venture.

442. WIJETUNGA, SOMAPALA. "Ingrīsi dānuma vāduma." (Improving the knowledge of English.) --- Silumina. December 11, 1966. 1980 words.

Knowledge of a mass of words does not necessary lead to a knowledge of any language. This is because the order in which words are used is crucial to meaning. Five words that follow one another in a certain order will convey a certain meaning, but if the order of words is changed the words in their new order will convey a different meaning or even no meaning at all. The patterns which groups of words take are of great importance in the study of languages. Grammar is not identical with language. Grammar provides a description of language but cannot be regarded as being synonymous with language. The first exposure of a child to language is a passive one. He hears words spoken in the first instance. It is later that he comes to understand their meaning. It is still later that he himself uses language for purposes of communication. This has a moral for the study of a second language. But there is a difference. The exposure of a child to its mother tongue takes place in random fashion. No plan is involved in it. But in teaching a second language, there is a great deal of opportunity for planning. By a restricted choice of vocabulary and sentence patterns, it is possible to control the exposure of a learner to a new language in such a way as to promote quick mastery over the language. Considering the importance of English in the Ceylon context, it is by a carefully planned scheme of teaching that an adequate knowledge of the language can be given.

Mathematics

443. MUTHIAH, R.S "Kanitham katpiththal patriya sila karuththakkal." (Some views regarding the teaching of mathematics.) --- Kalvi, 1967. pp. 39-55.

The traditional methods of teaching mathematics by using outdated English books have not been beneficial. When we consider that mathematics is the basis of all science and technology we realise that revolutionary changes have to be made in teaching mathematics to keep pace with the revolutionary changes taking place in science and technology. The aims of teaching mathematics should be two fold, namely to create an interest in the subject and to give mastery of a powerful tool. Every effort should be made to develop the creative thought processes of the pupil. The methods of teaching should vary with the chronological age and the intellectual level of the pupils.

(in Tamil)

444. VIDYARATNA, K.S.De S. "Adhyayana podu sahatika patra pantivala anka ganitaya pilibañda väradivala vigrahayak." (An analysis of errors in arithmetic in the General Certificate of Education classes.) --- Adhyāpanaya, No. 3, 1966. pp. 59-78.

A question paper in arithmetic consisting of questions of the following types was given to students in the General Certificate of Education classes: simplification of vulgar fractions, simplification of decimal fractions, rectangular area, rectangular volume, percentage profit and loss, simple interest, ratio and proportion, averages. An analysis is made of the errors made by students in answering the questions. The errors are classified into various categories, and tables showing the frequency of errors of each kind are given. The implications of the analysis for purposes of teaching are discussed.

Religion

445. DE SILVA, K.V.F. "Adhyāpanayē āgamika ratāva." (The religious framework of education.) --- Davasa. June 29, 1966. 780 words.

One of the tasks of education is to ensure that the minds of children are disciplined to avoid what is wrong and unjust and to cherish religious ideals. For this purpose, it is necessary to provide a religious education. It is not sufficient to teach religion; a religious environment should be provided in the school. The role of the teachers is an important one in this respect. They should exemplify religious ideals in their daily lives. The advice of monks should be sought in organising religious education in Buddhist schools. Teachers require special preparation if they are to teach religion in schools. It is necessary to establish special training colleges in which teachers of religion can be trained. It should be the function of such institutions to draw up syllabuses of study for the various grade levels in the schools.

446. NAMBIYARCORAN, C. "Idainilaippalliyil Indu samayam." (Hinduism in secondary schools.) --- Kalvi, 1967. pp. 69-76.

Religion is a compulsory subject in schools. It should be taught in such a way that no split takes place among children professing various religions. The teaching of religion should not in any way hinder the objective of national integration. Hinduism is based on faith. It involves emotion and cannot be studied with scientific detachment. In teaching Hinduism, care should be taken to ensure that classes for beginners are not too philosophic. The lives of the saints should be discussed at first and their noble qualities and high ideals emphasised. Students should be inspired and influenced to follow these ideals. If this is done, the way would be clear for religious concord among students professing different religions. When the students are familiar with the lives and teaching of great saints, they should be confronted with the philosophical

problems of Hinduism. They should be taught how Hindu philosophy hopes to find solutions to the pressing problems of the modern world. Their attitudes in the present context should be based on the two principles of love and knowledge that are so fundamental in Hinduism.

(in Tamil.)

Science

447. BODHINAYAKA, DHANASIRI. "Vidyā vishayayan igänvīma kramavat kala häkkē kesēda." (How the teaching of science subjects can be made methodical.) --- Dinamina. March 1, 1966. 744 words.

One of the difficulties faced by pupils in the study of science subjects is that the Sinhala technical terms used are very difficult to comprehend. An attempt should be made to use simple words that are familiar to students. Some of the topics taught in grades 6 to 8 are too difficult and require maturity for comprehension. On the other hand, simple apparatus like the test tube, the flask and the beaker is not introduced to children in grades 6 to 8. A great deal of time is taken up in grade 9 for such work. This is unsatisfactory. It is much better to do such work in grades 6 to 8. Science is taught dogmatically as if it were a subject like religion. Teachers dictate notes to pupils who take them down without any understanding. When their knowledge is tested they write whatever they can remember of the material taken down by them. Serious errors are seen in their answers and it is clear that they have written down what they remember without any understanding. The dictation of notes by teachers should be discouraged. Teachers should encourage pupils to grasp what is being taught to them and thereafter ask children to write notes in their own words. If this is done, what they write in their books will have meaning for them.

448. DE FONSEKA, R.N. "The teaching of plant anatomy to pre-university students." --- Journal of the National Education Society of Ceylon. Vols. 16 and 17, 1967. pp. 90-97.

A fairly high percentage of students sitting for the G.C E.Advanced level examination fail at the practical tests in science. Factors such as over crowding and the shortage of equipment and other facilities no doubt contribute to the high failure rate. However, the fact that the same mistake is sometimes committed by the majority, if not by all the students from a particular school suggests that faulty teaching may be a factor. In relation to the teaching of Plant Anatomy at the pre-university level, the writer makes a number of suggestions for the guidance of teachers. They are discussed under the following headings: aims of practical work, the use of the microscope, section cutting, macerates, staining and mounting, drawings.

449. JAYAWARDENA, W.M. "Vidyāva iganvīma vidhimat kirīma avaśyayi." (It is necessary to put science teaching on a firm foundation.) --- Dinamina. January 30, 1966. 940 words.

The number of Sinhala medium science pupils in the General Certificate of Education (Advanced level) classes was 3790 during the year 1962-63. The number of Tamil medium pupils was 2003. The number of Sinhala and Tamil medium science graduate teachers was 275 and 450 respectively. This shows the acute shortage of science teachers through the Sinhala medium. Every effort should be made to increase the supply of teachers in the Sinhala medium. The intake into universities should be expanded. The salaries of science teachers should be improved so that they remain in teaching without seeking other employment. In teaching science, the tendency among teachers is to present information without an adequate basis in experiment. Some schools do not have any apparatus at all and teach science from the textbook. There are also schools which have apparatus safely locked up and unused, while science is taught from the textbook. In a world that is being rapidly transformed into a world of science, it would be wise to make an effort to place science teaching on a firm foundation.

450. RUBERU, RANJIT. "Vidyā adhyāpanaya: sisun hā parīkshana." (Science education: pupils' experiments.) --- Silumina. August 5, 1967. 1190 words.

One of the very recent approaches to science teaching is through problem solving. The first step is the statement of an appropriate problem. The second step is the formulation of hypotheses. The third is the setting up of experiments to test the hypotheses. Children should be trained to make careful observation of the results of experiments. On the results of the observations, they should make generalisations. It is by going through all these steps that children can be taught scientific methods and attitudes. In order to carry out experiments, the apparatus used should be as simple as possible.

451. VELAYUTHAM, T. "Uyirriyal katpiththalil nām kolla vēndiya sila puthiya pōkkahal." (Some new methods we have to adopt in the teaching of biology.) --- Kalvi, 1967. pp. 34-38.

The present syllabus in biology is full of disjointed pieces of information that have no relation to the daily life of the students. The method of teaching employed encourages the tendency to memorise facts. A practical approach in which students experience and learn the connection between living beings and their environment should be introduced. Students should be guided in the collection of data and raw materials, and they should be encouraged to follow an approach which gives an important place to experimentation and research. Practical exercises should not take a stereotyped form and should be such as to whet the appetite of the students for new discoveries. The study of biology should create in students an awareness of our social, economic and cultural problems.

(in Tamil.)

Sex education

452. DANTANARAYANA, R.M. "Lingika adhyāpanaya pāsälaṭa narakada?" --- Savasa. December 8, 1966. 910 words.

The news that the Education Department has at long last decided to provide sex education in schools is to be welcomed. Sex plays an important part in life and it should be one of the functions of the school to teach the essential facts of sex to pupils. Without such knowledge, the lives of many pupils will come to ruin. It is surely more important to learn about the functioning of one's own body than about the rest of the environment. The growing child needs to learn more and more about the functioning of his or her body. If such knowledge is provided in a carefully graded way, the growing child will understand the changes taking place in the body, and the impulses that they give rise to. As a result, they will be able to control their impulses better and know that if they give way to these impulses they may come to grief. In other words, sex education will enable children and youth to avoid pitfalls and to live successful and socially approved lives.

PSYCHOLOGY OF CHILDREN AND YOUTH

453. GNANASIRI, S. Manō vidyāva adhyāpanaya hā samājaya. (Psychology, education and society.) --- Colombo, M.D.Gunasena. 1967. 466 p.

This book has been written with the needs of teachers, both practising teachers and student teachers, in mind, and it provides an introduction to psychology and education. The book is divided into fourteen chapters as follows: 1. Psychology and the understanding of human nature. 2. Freud and the post-Freudians. 3. Educational psychology and the teacher. 4 The early stages of learning. 5. Principles of learning and the behaviour of the mature personality. 6. Skinner's theory of learning. 7. Insight and Gestalt psychology. 8. Field theories of learning. 9. The explanation of higher forms of behaviour. 10. Principles of learning and their application. 11. The structure of the mind. 12. Intelligence. 13. The individual, society and education. 14. Personality.

GUIDANCE AND COUNSELLING

454. MUTHULINGAM, S. "Telilvalikattalum atan cila piraccinaikalum." (Vocational guidance and some of its problems.) --- Kalvi, 1967. pp. 24-33.

Vocational guidance is defined as the help given to an individual in his selection of an employment objective, occupational facilities provided, preparation for occupational entry and continued success in his occupation. The vocational guidance counsellor helps the student to see himself the way he really is, to understand his interests and to know what occupational categories these interests fit. There are two approaches to vocational guidance, the directive and the non-directive approach. In the directive

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approach, the guidance counsellor plays the key role, assesses the capabilities of the student and advises him on the choice of an occupation. In the non-directive approach, the decision is left in the hands of the student. The philosophy of the approach is that if a suitable setting is provided the student would be able to solve his own problems. In Ceylon, a student's choice of an occupation is influenced by the father's perception of the occupation, social prestige, his economic position and the occupational opportunities available in the country. The student's own capabilities and interests appear to play an unimportant role in regard to the choice of an occupation. It is necessary to change this state of affairs by means of a scientifically planned programme of vocational guidance.

(in Tamil.)

SPECIAL EDUCATION

455. VAZ, B.A.L.C. "Educating the Deaf." --- Ceylon Daily News. June 9, 1966. 850 words.

In recent years, there have been many developments in the technology of teaching the deaf. In advanced countries, the coordination of acoustic phonetics with motor phonetics, ear to ear and voice links, regular use of Broad Band amplifications have been used in the educational management of deafness. Experts believe that the linguistic retardation and educational backwardness of partially deaf children could be prevented by steps taken to ensure pre-school detection of their handicaps. Hearing aids should be made available for all deaf children through specific provision made nationally for the purpose. It is necessary to determine carefully the type of hearing aid which would be of use to a particular child at home and in school. When a hearing aid is used, it is necessary to assess the progress made by the child in developing the ability to use the hearing aid in his daily life. In many cases of deafness, it has been found that the children suffer from other

psychological and physical disabilities as well. The mere use of hearing aids without remedial attention to such disabilities cannot produce progress. Teachers of the deaf need to be carefully trained for the tasks they have to perform.

PROFESSIONAL AND TECHNICAL EDUCATION

456. AMERASINGHE, A.Ranjit B. "University legal education - radical changes are necessary." --- Ceylon Daily News. June 3, 1966. 1020 words.

According to eminent authorities who have given thought to the problems of legal education, the objectives of a university law school are 1. education in the qualities that should be found in a legal practitioner 2. education that will train a man not merely in solving the problems of clients but the problems of society as well 3. to act as a centre of research, criticism and contribution to the better understanding of laws by which societies are held together. With these objectives in view, a university law department should seek to foster 1. fact consciousness 2. a sense of relevance 3. comprehensiveness 4. foresight 5. linguistic sophistication 6. precision and persuasiveness 7. self-discipline. In order to achieve these objectives, certain changes are necessary in the present set up of legal education in Ceylon. The admission requirements should be changed. Students should fulfil a requirement of passing in three subjects which would help them in a course of legal studies. English is of vital importance in this regard. Ceylon law is not a code law and cannot be found stated in a compact form. To find out the Ceylon law on most subjects, laborious research has to be undertaken. An excellent command of English is a pre-requisite for this purpose.

457. HEGODA, AMARADASA. "Vānija adhyāpanayē anāgataya." (The future of commercial education.) --- Dinamina. June 28, 1967. 630 words.

Commercial classes were established in Central schools in 1956 and students got the opportunity of studying commercial subjects in the English medium. As from 1959, provision was made for teaching commercial subjects in the media of the national languages. Facilities for higher education in commercial subjects are limited. In regard to this issue, the National Education Commission has made a number of proposals which are worthy of implementation. The Commission recommends that commercial subjects should be available for study in the university entrance classes in schools. Students who do well in these studies should be admitted to courses of commerce in the universities or to Colleges of Commerce. Those enrolling in the latter should be able to join the universities for higher studies in commerce subsequently. If these proposals are implemented, students will take to the study of commercial subjects in school with a feeling of confidence regarding their future.

458. JAYASURIYA, J.E. "Kārmika adhyāpana yōjanā pāhādili vadi." (The proposals for technical education are not clear.) --- Dinamina. June 5, 1966. 650 words.

The proposals for general and technical education are set out in a White Paper containing 82 paragraphs, but out of them only 4 paragraphs are devoted to technical education. At the end of the elementary stage, it is proposed to classify pupils as being suitable for admission to (a) local practical schools (b) junior technical schools for agriculture, fisheries, trade and crafts (c) senior schools. A question that arises in regard to local practical schools is whether it would be feasible to establish them as several thousand of them would be required if every village and town is to be provided with a local practical school. The junior technical schools are said to provide a four year course. In relation to such subjects as fisheries the question arises as to whether there is sufficient material to be

taught for as long a period as four years. It is also stated that after completing the four year course in a junior technical school, a student could go to a polytechnic for a further four year course and thereafter seek admission to a university. In other words, it will be eight years after completion of elementary education that a student going along this channel would be able to seek admission to a university. On the other hand, a student who enters a senior school after completion of elementary education would be able to enter a university after four years. Such anomalies as these show that the proposals relating to technical education have not been conceived with sufficient clarity.

459. RATNAKARA, TILAK. "Kārmika adhyāpanaya dīmata sarasavit pihitakara gata yutuya." (The universities should also be enlisted to give technical education.) --- Dinamina. May 31, 1966. 680 words.

Economic development cannot take place without the diffusion of technology, and from this point of view technical education occupies an important role in economic development. Technical education must have a firm basis in theoretical studies but at the same time active participation in the field or the factory is necessary. It is unwise to encourage only the intellectually weak pupils to take to technical studies. The quality of technical education will go down unless gifted pupils also take to it. For this reason, it is important to enlist universities for technical education. Japan provides a good example of a country in which universities are actively associated with technical education. The supply of teachers for technical education should be increased. In the first instance, teachers may be got down from countries such as the United States and Japan to train local teachers.

460. SCHOKMAN, DERRICK. "Technical education: no coercion." --- Ceylon Daily News. June 9, 1966. 860 words.

The Minister has announced his intention to introduce a scheme of compulsory classification of students by which at the age of 14 years some students will be compelled to

follow a course in technical education. Supporters of the compulsory classification proposal justify it on the grounds that the education of the citizen to satisfy social needs must take precedence over the educational needs of the individual. Opponents on the other hand insist that the right of choice should be given to the individual. In view of this controversy, it would be advisable to withdraw the scheme of compulsory classification and to replace it with a scheme in which teacher counsellors would advise students regarding the course of study for which they are best suited. There is fear that the aims of technical education would be interpreted too narrowly and that the emphasis would be placed entirely on the training of technical skills. While the technical side of the curriculum is given prominence, literary and scientific studies should also have a place. In other words, technical education should be conceived in a liberal spirit.

EXAMINATIONS

461. GANKANDA, D.P. "Podu sahatika vibhāgaya pāsälvalaṭama pävariya yutuya." (The General Certificate of Education examination should be transferred to schools.) --- Dinamina. September 24, 1966. 480 words.

The committee which recently probed the activities of the Department of Examinations has expressed the view that the Department cannot satisfactorily handle the General Certificate of Education (Ordinary level) examination for which several lakhs of children sit. It is suggested that it should be transferred to schools. The schools will then conduct it in the same manner as they conduct other internal examinations. In the case of posts for which the educational qualification is the General Certificate of Education (Ordinary level) in four or five subjects, the educational level should be raised so that the General Certificate of Education (Advanced level) is required. Only the Advanced level examination should be conducted by the Department of

Examinations. At present there are several hundred persons with this qualification awaiting employment, and there is every reason for raising to this level the educational qualification required for employment. A large sum of money will also be saved if the Department does not hold the examination at Ordinary level and concentrates on the Advanced level examination.

462. UDAWATTA, P.B. "Landan vibhāga pävätvīma lankāvata vāsiyaki." (It is an advantage to Ceylon to conduct London examinations.) --- Dinamina. March 3, 1966. 800 words.

Examinations of the University of London which had been conducted in Ceylon for the last 82 years have been abandoned. These examinations were held in Ceylon for the first time in 1881. Before that time, only the rich could graduate by going to England and attending universities like Oxford and Cambridge. From this point of view, the action of the University of London in throwing open its degree examinations to external students can be regarded as a socialist measure that threw open to all an avenue for obtaining high educational qualifications. It is unwise to stop the London external examinations. The fact that the University of Ceylon is to hold external examinations does not justify abandoning the London examinations. An important difference between the practices of the two universities is that while a person who passes the London General Certificate of Education (Advanced level) examination can sit thereafter for the degree examination, in the case of the University of Ceylon it is a requirement that before sitting for the degree examination it is necessary to sit for an intermediate examination. It is an unwise step to have given up the London examinations, and it is hoped that the matter will be reconsidered.

TEACHERS. TEACHER EDUCATION

463. AIAHAKOON, R.B. "Vidyā guru hiñgaya nāti kirīmata vāda pilivelak avaśyayi." (A plan of action to overcome the shortage of science teachers is necessary.) --- Dinamina. July 30, 1967. 560 words.

There are several reasons for the shortage of science teachers. One is that graduates in science often leave the country and go abroad to work in other parts of the world. Another reason is that a science graduate can earn in other occupations much more money than he would earn as a teacher. Among those who have studied in schools, there are many who have not been able to enter the universities or training colleges. They could be got hold of and trained as teachers. The question of paying a higher salary to science teachers than to other teachers should also be considered. The proposal to call back into teaching science teachers who have retired from service cannot be regarded as a satisfactory solution. It will make the unemployment problem worse.

464. DE SILVA, LENA. "Sēvayē yedī sitiyadī guruvarun puhunu kirīma." (Training teachers while they are in service.) --- Dinamina. February 20, 1967. 920 words.

There are four categories of untrained teachers in schools, namely those with teachers' certificates, those with service certificates, those with the senior school certificate or its equivalent, and those with university degrees. Although about 5000 are trained annually in the training colleges, the back log of untrained teachers is so large that it cannot be cleared by exclusive reliance upon formal training in training colleges. It is necessary to devise measures for training them without admitting them into training colleges. Teachers possessing the teachers' certificates have studied certain professional subjects and obtained certificates in them. During school vacations there should be two-week courses for them, and after one year

they should be allowed to sit for the training colleges final examination. In the case of teachers with service certificates, since their certificates have been gained after a minimum of ten years' teaching, they should be treated in the same way as those holding teachers' certificates. Teachers with the Senior School Certificate or its equivalent should have vacation courses during the school vacations of two school years, and they should thereafter sit for the training colleges final examination. In the case of teachers with university degrees, a six month course of professional training should be provided in the universities.

465. GOONETILLEKE, H. "Guruvarayā saha sarasavi adhyāpana:a." (The teacher and university education.) --- Dinamina. March 11, 1967. 510 words.

It has been announced in the Government Gazette of February 10, 1967 that only those teachers who have passed in two science subjects will be admitted to universities and that teachers who do not fulfil this requirement will not be admitted. In the past, teachers who had passed in such subjects as language, history, government, geography and economics were admitted to universities, but this concession is now to be withdrawn. It is unrealistic to expect teachers to study science subjects while being engaged in full-time teaching in schools, as facilities for such study are lacking. All teachers, whatever their subjects of study, should be encouraged to do university studies. What is most objectionable about the new rule is that it is to be applied retrospectively. Teachers already suffer under many disabilities, and the attempt to add to them is greatly to be regretted.

466. JAYASURIYA, J.E. and REMALEY, J.W.C. Guru puhunu vāda satahana. (Programme of teacher preparation.) --- Peradeniya, University of Ceylon. 1967. 48p.

Guidance to student teachers is provided under the following heads: objectives of programme for student teachers, activities of the student teachers, relationship

with university supervisor, relationship with public school administration, plan of programme by weeks, class hours of teaching and observation, reports, personal profile, professional behaviour and appearance, planning observations, lesson planning, what any supervisor may ask, practical questions for class control, errors a student teacher can make, grades for student teachers, the role of the associate supervisor, and format for compiling data about a typical adolescent.

467. KARUNASEKARA, G.A. "Guruvarunṭa govikam puhunuva." (Agricultural training for teachers.) --- Dinamina. January 9, 1967. 480 words.

It is proposed to select teachers from schools and send them for a six month training course in agriculture in order to make them competent to teach agriculture in schools. This is an unwise step. While the teachers are undergoing training, the children's work in school will be adversely affected by the shortage of teachers. Moreover, when the teachers finish their six month training in agriculture they will have to spend all their time teaching agriculture. This means that they will not be able to make use of the previous training they have received in the teaching of other subjects. For these reasons, it is inadvisable to select teachers in schools and send them for training in agriculture. The government should make up its mind to recruit as teachers those who already have a knowledge of agriculture. Many men and women who have passed out of agricultural schools are without employment, and they will be willing to serve as teachers of agriculture. They can be given short courses in educational psychology and teaching methods, and then employed to teach agriculture in schools.

468. SAMARATUNGA, M.D.W. "Gāstu aya nokarana paudgalika pāsäl." (Non-fee-levying private schools.) --- Dinamina. April 19, 1967. 680 words.

The teachers in the private schools were no party to the decision made by the proprietors of the schools that the schools should become non-fee-levying private schools.

As a result of this decision, the teachers have lost many rights they enjoyed. Their period of service will not be counted towards pension benefits; their security of tenure has been lost; the right of study leave has been lost; they have lost the right of appeal in the event of discontinuance. In other words, they are no longer protected by the state against victimisation by the proprietors of the schools. This is a very unsatisfactory state of affairs. The government should either take over the schools or enact legislation to safeguard the rights of the teachers.

469. WEERASOORIA, WICKREMA. "Guruvarayā saha nītiya." (The teacher and the law.) --- Adhyāpana Sañgarāva. Vol 21, 1967. pp. 65-66.

The writer considers some aspects of the law that are of importance to teachers. Recently the Headmaster of a school was sued in the courts for not issuing a school leaving certificate to a pupil. According to the code of regulations laid down by the Education Department for schools, every pupil leaving a school should be issued a school leaving certificate. By another provision in the code, if a child has attended any school a leaving certificate is necessary for admission to any other school. The court held that by refusing to issue a leaving certificate, the Headmaster was not only guilty of an offence against the code and therefore answerable to the Education Department, but also guilty of a breach of an implicit contractual relationship with the parent and therefore answerable to the court. Another issue that came up before the courts was in regard to the membership of teachers in local government bodies. In regard to both assisted schools and director managed schools, the courts have held that teachers in such schools do not hold government appointments and are therefore eligible to hold membership in local government bodies.

ADULT EDUCATION

470. THEVARAPPERUMA, SARATH. "Vruddha adhyāpanayaṭa yalit pana dema." (Let us resurrect adult education.) -- Laṅkadipa. March 17, 1966. 920 words.

The adult education programme started in Ceylon several years ago has come to a halt. It served a very useful purpose and many derived great advantage from it. Developed countries like the United States and Japan place great emphasis on programmes of adult education. Their progress in the field of technology is owed partly to the interest shown in the programmes of adult education. The government should take steps to restore the programmes of adult education in Ceylon.

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Adhyapana Sangarava

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University of Ceylon Review

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